



A STUDY ON THE RELATIONSHIP AMONG HEUTAGOGICAL ATTRIBUTES OF UNDERGRADUATE DESIGN STUDENTS OF FASHION EDUCATION

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ABSTRACT

This study sought to explore the relationship among the seven heutagogical attributes of fashion design students namely: Self-motivation; Desire; Self-efficacy; Introspection on approaches, strategies and actions; Introspection on critical thinking, exploration and experimentation; Introspection on values, beliefs and assumptions; and capability development. This is an analysis of secondary data collected for a study of fashion design students' and faculty members' perceptions on "heutagogy" at a Premier National Institution, offering Fashion Design and allied education in the South Asia. The Initial part of the paper briefs about learning culture in fashion institutions and summarizes various means to device the heutagogical attributes in the formal design education through review of existing body of research literature.

Seventy eight (78) undergraduate students of second year from Design streams of Fashion, Textile and Accessory Design were taken as the sample of the study. Descriptive statistical analysis techniques and pearson's correlation were used to analyze the data, based on the means and overall scores of students through SPSS. The obtained students' composite mean scores of heutagogical learning attributes were further correlated to students' career vision, self-assessment, consulting peers for assessment, autonomy in learning, and use of web 2.0 technologies. A significant correlation found between all seven attributes of heutagogy. There was no significant relationship of career vision of students with any of the other study variables. The findings are particularly useful for design students; faculty members; and institutional leaders to enhance the introspection while learning and capability development; effective mentoring; and facilitation of effective education respectively.

KEY WORDS: Heutagogical Attributes, Fashion Education, Self-efficacy, Motivation, Introspection, Capability Development.

1. INTRODUCTION

How well an instructor facilitates and a learner acquires knowledge, skills and attitude in an academic environment mainly depends on the prevailing academic culture. Instruction and learning methods adopted as per the changing needs of society, industry and learner play a dynamic role in the evolution of academic culture. Instruction and learning methods are more dynamic in fashion education because of its distinguished characteristics like multidisciplinary, interdisciplinary, vocational, varying specializations of admitted students, their backgrounds as accentuated by Reddy (July, 2015). The fashion design, students are prepared on a unique interdisciplinary and multidisciplinary platforms which prepares them to a wide variety of career options and real life challenges. This education should continuously stimulate the academic environment to encourage better learning through expert lectures, seminars, intercollege and intra college competitions, students' displays, classroom projects. Further a range of evaluation comprising of theory and practical exams, power point presentation, displays, portfolio preparations, model makings, jury presentations, hands on experience on live industry projects etc. (Reddy, January 2014) and supporting resources, classroom equipment, lab infrastructure to suit the requirements of students and learning approaches are encompassed in fashion education. Fashion institutions moreover facilitate outbound programs and field visits as a part of their academic activity to encourage motivation, trust and team building among students and faculty. With transnational education linkages these institutions offer opportunities for students to participate in international exchange programs, dual degree programs, competitions, seminars, conferences, research, exhibitions to understand different cultures and to broaden their vision. Having these distinguished features, fashion education has wide scope and opportunities to formally incorporate heutagogical learning to make it more effective (Reddy, 2016). Further, with Web 2.0 technologies learners are self-directed to continue to learn on their own paths in the way they desire (Kuit & Fell, 2010). Appropriate and feasible sources of information and its validity is a challenging task than retrieving of information these days. According to Eberle and Childress (2006) in heutagogical learning approach students have to conduct research, discover, analyse, and evaluate according to their learning requirements through self-determination, where in the teacher predominantly facilitates the learning. In the twenty-first century heutagogical approach may be considered as an optimal approach and has been the natural progression from earlier education methodologies to develop learning capacity in particular (Hase and Kenyon, 2000).

In view of above rationale the present exploratory research study was undertaken to understand correlation among the seven heutagogical attributes and other study parameters based on the students self-perceptions. The seven heutagogical attributes of fashion design students identified in the primary study are: Self-motivation; Desire; Self-efficacy; Introspection on approaches, strategies and actions; Introspection on critical thinking, exploration and experimentation; Introspection on values, beliefs and assumptions; and capability development (Reddy, 2016). The data collected for a study at a Premier National Institute on heutagogical attributes was considered for this secondary analysis. The study also intended to encapsulate various ways to implement heutagogical attributes

in the learning and instruction.

2. LITERATURE REVIEW

The following secondary research has been done to comprehend the heutagogical attributes and to summarize various findings and how to integrate them in formal design education. According to Blaschke (2012) the motivation of learners and their involvement in the learning process can be improved by negotiation and learner-defined assessment, it further makes learners feel less threatened by instructor control of their learning process (Hase & Kenyon, 2007; Hase, 2009; Ashton & Elliott, 2007; Canning, 2010). Good practices and ideas for teachers to enhance student motivation: Including students in co-creating compelling courses; Exposing students to extremes of the subject-matter; Making students aware of the different career paths that may be available to them upon completion of their studies; Making students aware of the importance of what they are doing and its context in an applied situation which shows its value to others; Applying their own research to the learning experience of students, questioning used methods and asking for alternatives; and Inviting representatives from society with specific expertise and experiences regarding a field of study or inviting alumni to act as role models, connecting practical and learning experiences in their profession with experiences gained during their study are listed by Attard, Di Iorio et al. (2010). Making students understand the need of present learning with respect to forthcoming subjects prerequisites also develops interest and context. A good start is half done, as cited by Deveci, T. (2014) curiosity can be aroused by using mind teasers at the beginning of classes (Mitchel in Schiefele, 2009) or employing humor about the content matter to come (Lomax and Moosavi, 2002).

Proving opportunities and scope for learner to reflect on life experiences in relation to his or her self-perception, beliefs, and lifestyle will also make learner for introspection. Authentic learning brings significant differences in belief, decision, and behaviours (Knowlton, 2003) through introspection (Parisi, 2009). Authentic learning is a style of real life learning that encourages students to create a meaningful, useful solutions to be shared with their world through engaging all their senses.

Blaschke, Porto, and Kurtz (2010) indicated based on their findings that active use of social media supports cognitive and meta-cognitive skill development. Self-regulated learning incorporates cognitive, motivational and meta-cognitive dimensions and suggests the importance of self-regulatory skills in academic achievement (Zimmerman & Schunk, 2001). Knowles (1975) argued that it is important to create a climate of mutual trust and respect with a clear demarcation of instructor and learner roles and one that supports dialogue. According to Cochran, Antonczak et al. (2012) in competency based education faculty member role for facilitating an organizational behaviour class is overseeing students learning activities, curative resources in a specific field, building long-term relationships with students, organizing learning resources for students, motivating students and pacing, these methodologies are equally effective for most of the subjects.

Self-motivation is key to developing self-efficacy. In the present context the self-efficacy of student's belief in his capacity to succeed at learning. In a research study conducted by Blaschke, Porto, & Kurtz (2010) students specified that learning through reflection and meta-cognition skills contributed considerably effective than a live classroom sessions. Moon (2006) found in a study that meta-cognitive skills are developed by learning journals as it makes students understand in a slow pace which gives them a stronger sense of ownership by the autonomous learning process. According to Attard, Di Iorio et al. (2010) Peer- and self-assessment both give responsibility back to the student, emphasising an increased sense of autonomy in the learner. As cited by Parisi (2009) not recognizing the quality of students own current skill set lowers interpretation of the work and undermines the student's self-confidence and self-efficacy (Laurillard (1984); Maton et al. (1976); McDonald & Boud (2003)). According to Entwistle et al. (1979) in fear of failure students show a lack of self-efficacy and other self-constructs too. Reviewing all the above compiled literature the researcher addresses the following exploratory research questions:

- 1) To explore the relationship among the seven heutagogical attributes of fashion design students and its composite mean scores.
- 2) To explore the relationship among the composite mean scores of heutagogical learning to other study parameters viz. career vision, self-assessment, consulting peers for assessment, autonomy in learning, and use of web 2.0 technologies.

3. RESEARCH METHODOLOGY

3.1 Participants

A total of hundred (100) students from one of its fifteen (15) campuses operated across the country by a premier institute were opted as a cluster purposive sampling. These second year undergraduate programme students are chosen from

Fashion, Textile and Accessory Design streams. As it is a secondary study, from the obtained seventy-eight (78) students' questionnaires consisting of 13 male and 65 female, related data of students' self-perception on heutagogical attributes were considered for the study.

3.2 Instrument

Based on the considered important attributes of heutagogical learning of design students and other related parameters the questionnaire was designed for respective cohort of students in the prime study. Each questionnaire had scale rating from null to outstanding (7 rating), which is familiar and widely used scale in the academic grading of the students at the surveyed institution.

3.3 Procedure and Data Analysis

This survey was conducted during November and December 2015. It was delimited to students of Apparel, Textile and Accessory Design in the fifth semester undergraduates (four-year programs). Initially the questionnaires were presented to three students, the procured suggestions were incorporated in the questionnaire to make it easy for participants to understand and reciprocate. An internal consistency was piloted by fifteen students' sample by using Cronbach's Alpha reliability test and an alpha value 0.966 was reported. Descriptive statistical analysis techniques and Pearson's correlation were used to analyse the data, based on the mean and overall scores of students through SPSS.

4. RESULTS AND FINDINGS

In order to realize the first objective of the study, the opted data of seventy-eight (78) students were analyzed with descriptive statistics and Pearson's Correlations Coefficients. The result so obtained about seven attributes and composite mean score of heutagogical attributes are presented in the following table-1 and table-2 respectively.

Table-1: The level of students' heutagogical learning perception

	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Std. Error	Statistic
1. Self-Motivation	2.00	7.00	4.5513	0.12193	1.07688
2. Desire	3.00	7.00	4.7949	0.12425	1.09733
3. Self-Efficacy	2.00	7.00	4.6410	0.12101	1.06873
4. Introspection on approaches, strategies and actions	2.00	7.00	4.4744	0.11645	1.02848
5. Introspection on critical thinking, exploration and experimentation	3.00	6.00	4.5000	0.10282	0.90812
6. Introspection on values, beliefs and assumptions	2.00	6.00	4.3333	0.11637	1.02775
7. Capability	1.00	7.00	4.3077	0.13571	1.19857
Composite mean score of Heutagogical Attributes	2.57	6.43	4.5147	0.08612	0.76059

Table-2: Pearson's Correlations Coefficients for the heutagogical attributes

	CMSHA	SM	D	SE	IAST	ICTEE	IVBS	C
Composite mean score of Heutagogical Attributes (CMSHA)	1							
1. Self-Motivation (SM)	.698**	1						
2. Desire (D)	.679**	.515**	1					
3. Self-Efficacy (SE)	.685**	.335**	.364**	1				
4. Introspection on approaches, strategies and actions (IAST)	.803**	.501**	.346**	.523**	1			
5. Introspection on critical thinking, exploration and experimentation (ICTEE)	.753**	.485**	.391**	.424**	.616**	1		
6. Introspection on values, beliefs and assumptions (IVBS)	.653**	.278*	.315**	.438**	.465**	.417**	1	
7. Capability (C)	.758**	.390**	.453**	.386**	.594**	.525**	.401**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As it is indicated in table-2, there is a significant correlation among all seven attributes of heutagogy. The levels of all seven heutagogical attributes are found moderate among the design students of fashion education. It was also revealed that all seven attributes are significantly and positively correlated with each other.

In order to realize the second objective of the study, the opted data of seventy-eight (78) students were analyzed with descriptive statistics and Pearson's Correlations Coefficients. The result so obtained about the level of students other studied variables are shown table-3 and table-4 respectively.

Table-3: The levels of students' other studied variables

	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Std. Error	Statistic
1. Career vision	3.00	7.00	4.5256	0.11928	1.05343
2. Self-assessment	1.00	7.00	4.2051	0.12290	1.08543
3. Consulting peers for assessment	2.00	6.00	4.1795	0.10442	0.92222
4. Autonomy in learning	1.00	7.00	3.5641	0.14437	1.27503
5. Use of web 2.0 technologies	0.00	7.00	4.7692	0.14008	1.23712
Composite mean score of Heutagogical Attributes	2.57	6.43	4.5147	0.08612	0.76059

Table -4: Pearson's Correlations Coefficientsof composite mean score of heutagogical attributes and other studied variables

	1 (CMSHA)	2 (CV)	3 (SA)	4 (CPA)	5 (AL)	6 (UWT)
Composite mean score of Heutagogical Attributes (CMSHA)	1					
1. Career vision (CV)	.411**	1				
2. Self- assessment (SA)	.248*	.086	1			
3. Consulting peers for assessment (CPA)	.528**	.156	.365**	1		
4. Autonomy in learning (AL)	.276*	.037	.225*	.288*	1	
5. Use of web 2.0 technologies (UWT)	.430**	.114	.210	.310**	.224*	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The levels of all five studied variables are moderate among the design students of fashion education. There is no significant relationship of career vision with any of the other study variables. Self-assessment and use of web 2.0 technologies also have no predictable relationship with other study variables at 0.01 levels.

5. DISCUSSION AND CONCLUSION

The primary objective of this study is to explore the relationship among the seven heutagogical attributes of fashion design students and its composite mean scores. The results of the study revealed that there is a positive and significant relationship among all seven heutagogical attributes. The first three attributes are positive predictors of later three attributes and all six attributes together are leading to capability development of students. Capability is a holistic attribute and concerns the capacity to use one's competence in novel situations rather than just the familiar (Hase 2002; Stephenson 1994). According to Parisi (2009) curriculum should be designed in a way to conquer self-sufficiency among the students through self-motivation for attaining educational and professional goals. This seems logical as self-motivation, desire and self-efficacy are important human traits to be successful in any activity and the same implies to learning. The levels of all seven heutagogical attributes are found moderate among the design students of fashion education. These attributes need to be propelled in students and faculty members through enhanced awareness, improved web 2.0 academics literacy and efficient supporting repositories. According to Canning & Callan (2010) reflecting on the learning experiences and relating these experiences to professional practice helped keep learners motivated to learn. Student-centred learning progressively advances meta-cognitive, behavioural, and motivational commitments (Parisi, 2009).

The secondary objective of the study is to explore the relationship among other five studied variables and with composite mean score of heutagogical attributes. The result of the study reveals that Career Vision, Consulting Peers for Assessment and Use of web 2.0 Technologies have positive and significant correlation with Composite mean score of heutagogical attributes. Surprisingly Career vision does not have significant correlation with any of the other study variables; Self-assessment, Consulting Peers for Assessment, Autonomy in Learning, and Use of web 2.0 Technologies. However it has positive and significant correlation with composite score of heutagogical attributes of learning. From this it can be concluded that fashion education has wide scope and opportunities to formally incorporate heutagogical learning. There is a positive and significant relationship among all seven heutagogical attributes. Self-assessment and Autonomy in learning are not the predictors of heutagogical composite mean score and other studied parameters.

6. FUTURE SCOPE OF WORK

The current study conducted only in one province that too based on the students self-perceptions. Similar research can be carried out in more design colleges and provinces to make an overt generalization from other samples and means also. Further much more action research is required to understand the implementation, influence and implications of heutagogical attributes in design education as there is an ample scope. Students' academic performance, geographical and economical background and gender are some other specific areas of further study to correlate with composite mean levels of heutagogical attributes. The research possibilities seem endless as heutagogical learning approach has opened many opportunities and necessity in the era of web 2.0 technologies and globalization to prepare design students capable and competent.

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